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ABSTRACT

Research has shown that modeling is an effective learning technique. Since recent studies have advocated the use of culturally sensitive training videos in the training of student practitioners, counselors were shown counselor-client vignettes to determine whether or not the perceived credibility and cultural competency of the counselor was dependent on the presence of counselor-client self-talk. Graduate students (N=91), enrolled in counseling psychology programs at a major university, participated in the study. Participants were randomly assigned to watch two different vignettes depicting cross-cultural counseling in which the only difference between vignettes was that one set involved counselor and client self-talk while the other set did not. Results indicated that the counselor-client, self-talk condition was not significantly different from the no self-talk condition on two of the three instruments used to measure participant responses. However, a significant interaction effect of vignette type and participant condition was found when examining the results of one measure and may be explained by examining the type of self-talk each therapist used--one counselor engaged in more negative self-talk than did the other. Some implications for counselor development and student training are offered. Contains 14 references. (RJM)

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The Effects of Multicultural Training Videos on Perceived Counselor Competence

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Abstract

The authors examined the relationship between multicultural training videotapes utilizing self-talk and no self-talk in counselor-client dyads. Ninety-one students in counseling psychology programs volunteered to participate in the investigation. Participants were asked to respond to three questionnaires after viewing two different vignettes depicting cross-cultural counseling interactions in which client and counselor self-talk was manipulated. Results indicated no statistically significant differences between the self-talk and no self-talk conditions, despite the fact that significant differences were found between the two vignettes. Implications for counselor development and student training are offered.

The Effects of Multicultural Training Videos on Perceived Counselor Competence

It has been posited in the literature that modeling is an effective learning technique (Bandura, 1969; 1977). Bandura postulated that people often learn through observing and imitating the behavior of other people (models) and that four processes are necessary for the modeled behavior to occur. The observer must (1) attend to the modeled behavior, (2) remember the modeled behavior, (3) be physically able to perform the behavior, and (4) be motivated to engage in the behavior. Hence, it seems intuitively obvious that if student practitioners are able to observe and subsequently model effective counselors, training videos could offer a potentially effective modality of instruction in graduate training programs.

Due to the rise of multicultural concerns in recent years, increased attention has been directed to the infusion of multicultural issues into graduate training curricula (D'Andrea & Daniels, 1991; Johnson, 1987; Pedersen, 1987; Ponterotto, Casas, Suzuki, & Alexander, 1995). Recent research has advocated the use of culturally sensitive training videos in the education and training of student practitioners, although relatively few instructional materials have been available to date (Pope-Davis & Ottavi, 1994). Among those currently available, Multicultural Counseling: Issues of Ethnic Diversity (Pope-Davis, Prieto, Reynolds, & Vazquez, 1994) has been one of the most widely utilized despite the fact that these videotapes have received little empirical analyses.

Multicultural competencies have been widely acclaimed in the literature to be necessary for therapeutic effectiveness (Pope-Davis & Dings, 1995; Sodowsky & Taffe, 1991), with many authors further noting unequivocally that such competencies are necessary prerequisites for counseling involving racial and ethnic minority groups (Draguns, 1987; Pedersen, 1987). Multicultural counseling competencies have traditionally been described as the skills, knowledge, awareness-experience, and maintenance of a positive relationship necessary to work effectively with other cultures (Pope-Davis & Dings, 1995; Sodowsky & Taffe, 1991).

The purpose of the present investigation was to analyze two counselor-client vignettes from Pope-Davis et. al. (1994). The authors sought to examine whether the perceived credibility and cultural competency of the counselor was dependent on the presence of counselor-client self-talk.

Method

Participants

Ninety-one graduate students enrolled in counseling psychology programs at a major southern university volunteered to participate in the study. Fourteen were first and third year doctoral students with the remaining 77 participants being first and second year masters students. The participants ranged in age from 21 to 57 years old ($x = 30.58$), with seventy-eight percent being female and twenty-two percent male. Eighty-one percent identified themselves as Anglo American, eleven percent as African-American, three percent as Asian American, one percent as Hispanic American, and 2 percent identified themselves as "Other".

Materials

Two videotapes each containing two vignettes from Multicultural Counseling: Issues of Ethnic Diversity (Pope-Davis, et. al., 1994) were used. The first vignette depicted a Hispanic-American therapist counseling a Jewish-American client on issues of family acceptance of a significant other. The second vignette displayed the interaction of a Latino-American therapist counseling a Latina-American client on academic and personal transitions. Both vignettes were displayed consecutively and each was approximately ten minutes in length. The two videotapes differed only in that one involved counselor and client self-talk while the other did not.

Instrumentation

Counselor Rating Form (CRF; Barak & LaCrosse, 1975). The CRF is a 36 item, three-dimensional Likert-type instrument which measures the expertness, attractiveness, and trustworthiness of the counselor. Each item contains seven possible unlabeled responses, numbered 1-7. A response of '4' would indicate that the counselor is viewed neither positively or negatively in the observed interaction. Scores range from 12 to 84 on each scale with a lower score indicating a more positively perceived therapist.

Counselor Effectiveness Rating Scale (CERS; Atkinson & Carskaddan, 1975). The CERS is a ten item, three-dimensional instrument that measures the counselor's level of expertness, attractiveness, and trustworthiness. Each item contains seven open boxes in which the respondent places a mark based

on the perceived level of skill demonstrated by the counselor. Marking the first box on all ten items would result in five positive and five negative responses, as the positive and negative labels on each subsequent item are inverted so that the respondent must carefully read each item. A score of '4' on any item indicates that the counselor was viewed neither positively or negatively in the observed interaction. Scores range from 3 to 21 on each scale with a lower score indicating a more positively perceived counselor (note: one item is omitted for the purpose of analysis in the present investigation).

Cross-Cultural Counseling Inventory-Revised (CCCI-R; LaFromboise, Coleman, & Hernandez, 1991). The CCCI-R is a 20 item, three-dimensional instrument which measures the counselor's cross-cultural counseling skill, sociopolitical awareness, and cultural sensitivity. Each item contains six numbered responses (1-6) in which a '1' indicates a response of strongly disagree and a '6' indicates a response of strongly agree. This instrument does not have a neutral response, and scores range from 20 to 120 where a higher score is indicative of a more culturally sensitive therapist.

Procedure

Participants were randomly assigned to one of two conditions in which they were asked to view each of the two vignettes individually and then respond to a demographic questionnaire, the CRF, CERS, and CCCI-R. Participants assigned to the self-talk condition watched two vignettes in which they could hear the client and counselor make comments to themselves. These comments were both supportive and critical of the therapy process and the interaction between the counseling dyad. Participants in the no self-talk condition, however, viewed the same vignettes but were unable to hear the supportive and critical thoughts of the therapist and client. Forty-five students were assigned to the self-talk condition and 46 to the no self-talk condition.

Results

Multivariate Analyses of Variance (MANOVAs) were conducted to determine if there were differences in the participants' ratings between the self-talk and no self-talk conditions (participant condition), Jewish and Latino vignettes (vignette type), and the interaction of the participant condition and vignette type. Three separate MANOVAs were subsequently conducted to examine differences in the participants' ratings on the Counselor Rating Form (CRF), the Counselor Effectiveness Rating Scale

(CERS), and the Cross-Cultural Counseling Inventory-Revised (CCCI-R). The CRF and CERS were analyzed conjointly as they essentially measure the same constructs, and we treated the expertness, attractiveness, and trustworthiness scales as separate entities of one larger construct (counselor credibility). The MANOVA for participant condition (self-talk versus no self-talk) was statistically significant for the CERS, Wilks' lambda=.7892, $F(3,87)=7.75$, $p=.001$, and approached statistical significance for the CRF, Wilks' lambda=.9231, $F(3,87)=2.41$, $p=.072$. Univariate Analysis of Variance (ANOVA) on the subscales of the two instruments revealed that all scales on the CERS were statistically significant and that all scales on the CRF failed to reach statistical significance.

To examine the effects of the vignette type (Jewish versus Latino), we again performed a MANOVA utilizing the three scales of the CRF and the CERS. The resulting MANOVA was found to be statistically significant for the CRF, Wilks' lambda=.6237, $F(3,87)=17.50$, $p=.001$, as well as for the CERS, Wilks' lambda=.5886, $F(3,87)=20.27$, $p=.001$. An ANOVA comparison revealed that all three scales on the CRF and the CERS were statistically significant at the $p=.001$ level.

To examine the effects of participant condition and vignette on participants' responses, we performed a MANOVA which examined the participant condition by vignette type (Jewish versus Latino) interaction. The resulting MANOVA failed to reach statistical significance for the CRF, Wilks' lambda=.9697, $F(3,87)=.91$, $p=.442$, with an ANOVA comparison indicating that all of the scales failed to reach statistical significance. The participant condition by vignette type MANOVA also failed to reach statistical significance for the CERS, Wilks' lambda=.9456, $F(3,87)=1.70$, $p=.179$, with an ANOVA comparison indicating that only the attractiveness scale was statistically significant, $F(1,89)=4.49$, $p=.037$. Means for the CRF and CERS scales are presented in Table 1.

Using the three scales of the CCCI-R as the dependent measures, a MANOVA for participant condition revealed no significant differences, Wilks' lambda=.9534, $F(3,87)=1.42$, $p=.243$, with an ANOVA comparison of the three scales on the CCCI-R indicating that all scales failed to meet statistical significance. A MANOVA examining the vignette type was found to be statistically significant, Wilks' lambda=.4712, $F(3,87)=32.55$, $p=.001$, with a resulting ANOVA comparison indicating that all scales of the CCCI-R were significant at the $p=.001$ level. The results for the MANOVA examining the

participant condition by vignette type interaction indicated statistical significance, Wilks' lambda=.9318, $F(3,87)=4.00$, $p=.049$, with an ANOVA comparison further indicating that only the sociopolitical awareness scale reached statistical significance, $F(1,89)=5.36$, $p=.023$. Means for the CCCI-R are also presented in Table 1.

Discussion

When assessing perceived counselor credibility and cultural competency, results indicated that the counselor-client self-talk condition was not significantly different from the no self-talk condition on two of the three instruments (CRF and CCCI-R). When examining the constructs measured by the CRF and the CERS, the results of these analyses indicated that the Latino counselor was consistently seen as being more expert, attractive, and trustworthy, as well as having more cultural skill, sociopolitical awareness, and cultural sensitivity than the Hispanic counselor. Further analyses indicated that the attractiveness of the Latino counselor in the Latina client vignette was responded to more favorably than the expertness or trustworthiness factors when compared to the attractiveness of the Hispanic counselor in the Jewish client vignette. The statistical significance of the CERS on participant condition (self-talk versus no self-talk) appears at present to be an anomaly, as both of the other instruments have failed to demonstrate a statistically significant difference between the self-talk and no self-talk conditions.

A significant interaction effect of vignette type and participant condition was found when examining the results of the CCCI-R and may be explained by examining the type of self-talk each therapist utilized during the observed counseling vignette. The Hispanic therapist tended to engage in more negative self-talk (e.g., questioning, uncertainty, denigration of client issues) while counseling the Jewish client whereas the Latino counselor utilized far less critical self-talk when interacting with the Latina client. Thus, the higher participant ratings attained by the Latino therapist in the Latina client vignette may be a result of perceived variations in the type of self-talk in which each therapist was engaged.

These preliminary findings have practical applications for training programs. Programs can incorporate training vignettes into course curricula and discuss the degree of perceived cultural variation among client types. Factors associated with multicultural competency can then be further explored. Given the statistically significant difference between the two vignettes, future research should address the

degree to which perceived credibility and multicultural competency are due to language and racial/ethnic similarities. Furthermore, the perceived multicultural diversity of clients can also be examined. Additional research is presently being conducted to clarify some of these issues.

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Table 1

Means of Counselor Ratings by Self-Talk Condition and Vignette Type

	Jewish Vignette		Latino Vignette	
	ST	NST	ST	NST
CRF				
Expertness	45.31	41.89	28.31	28.22
Attractiveness	38.22	35.33	25.40	26.34
Trustworthiness	38.58	37.48	26.76	30.41
CERS				
Expertness	12.02	12.43	7.07	9.23
Attractiveness	9.60	11.69	6.15	10.11
Trustworthiness	10.27	11.30	6.40	9.04
CCCI-R				
Cultural Skill	34.09	37.67	47.98	46.07
S-P Awareness	17.87	20.46	29.60	27.23
Cultural Sens.	11.76	12.59	19.93	18.20

Note: All means are significant at p=.001 level for vignette type. Please note that the lower the mean on the CRF and the CERS, the more positively rated the counselor. On the CCCI-R, however, the opposite is true (a higher mean is more positive). ST = self-talk condition; NST = No self-talk condition; Jewish Vignette = Jewish client-Hispanic counselor vignette; and Latino Vignette = Latina client-Latino counselor vignette.